

FE Week



FREE WITH THIS ISSUE



Golden achievers

High-achieving former college learners from the world of Formula One, fashion and food were among those recognised with an awards ceremony at the House of Commons.

The Association of Colleges (AoC) Gold Awards took place on Wednesday (June 11) night.

Winners (listed in the picture caption, left) were selected from more than 60 nominations from FE colleges across the UK.

Lord Willis, president of the AoC Charitable Trust, said: "The nominating colleges, and the sector as a whole, should be enormously proud

of the way they nurture the talents of their students and instil in them the skills, confidence and determination they need to succeed, whatever path they choose and wherever their ambitions lie."



Association of Colleges (AoC) Gold Award winners. From left: Anton Piotrowski, winner of Masterchef: The Professionals, City College Plymouth; Rob Forkan, founder of Gandys Flip-flops, Brockenhurst College; Dr Munira Mirza, London Deputy Mayor for culture and education, Oldham Sixth Form College; Alan Rusbridger, Guardian editor, Harlow College; and, Martin Brundle, ex-Formula One driver and TV presenter/commentator, College of West Anglia. Inset: Gloria de Piero, Shadow Minister for Women and Equalities, Bradford College, is presented with her award by Lord Willis of Knaresborough, president of the AoC Charitable Trust. Not in attendance at the event were fellow award winners Toni Pearce, president of the National Union of Students, Cornwall College; and Christopher Bailey MBE, chief executive and chief creative officer of Burberry, Kirklees College. Pics: Stefano Cagnoni

LEARNERS' UNI HOPES HIT BY STRIKE

@REBECCA COONEY

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Desperate learners at Lambeth College have called on union leaders and college bosses to get back around the negotiating table amid fears an increasingly bitter strike is putting university futures at risk.

Members of the University and College Union (UCU) started their indefinite industrial Tuesday, June 3, over contracts for new staff which offer less annual leave and longer working hours.

Principal Mark Silverman said the terms of the new contract, which was introduced from April 1 this year, were "in line with sector norms".

But the UCU claimed they would leave staff with "bigger workloads, but less sick pay and

fewer holidays".

The college said it was "business as usual" at the college, but learners told *FE Week* many classes had been cancelled or replaced with "unhelpful" study sessions — and now they fear their futures are being put at risk.

A 17-year-old childcare student, who did not wish to be named, said: "The plan was to go to university next year but at this stage I don't think it's going to happen. The college and the union need to sort this out."

Level three business student Tatiana Cunha, 18, said: "It's been terrible — the study sessions are really unhelpful because you can't ask anyone if you're stuck."

She added: "They should meet and sort this out — it's the only reasonable thing to do."

Level two applied science student Fatlyn Kamara, aged 24, said: "We need our teachers

back, we've had assignments and we've had no feedback from it and the course ends in two weeks — by the time they come back it will be over.

"I want to do an access course, but I need a proper exam result to get onto it and now I don't know what's going to happen."

A Lambeth College spokesperson said: "The majority of classes are running, exams and assessments are going extremely well and learners are all attending these as planned.

"There are three areas of the college that are affected most — LLDD, ESOL and some parts of science.

"However, we will continue to ensure there is a high level of supervised study."

The new contracts offer 50 days a year annual leave — 10 days less than that given to existing staff.

Mr Silverman said the contract change was part of the college's recovery plan following financial deficits of £4.1m in 2012/13 and £3.5m this year.

UCU regional official Una O'Brien said: "We have been trying to resolve this issue for months and we understand students' concerns." She added: "We want to get this resolved as soon as possible."

Meanwhile, staff at Brighton City College walked out on Tuesday (June 10) in a one-day strike over proposals to cut 55 full-time equivalent jobs. Michael Moran, Brighton's UCU regional official, said: "The college needs to avoid knee-jerk reactions to cuts."

Principal Lyn Thackway said: "The consultation process is ongoing and its final outcome is yet to be confirmed."

See editor's comment on page 6

COLLEGE IN
COMEBACK



OFSTED

PAGE 3

CBI FAVOURS APPRENTICE
'GRANDFATHERING'



PAGE 6

IT'S BRATHAY TIME!



PAGES 10 AND 11



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EDITION 106

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NEWS

EMPLOYERS FAIL ON APPRENTICE WAGE

FE WEEK REPORTER
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Apprentices were among the workers to have suffered at the hands of underpaying bosses listed by the Department for Business, Innovation and Skill (BIS) in its second name and shame round over minimum wage cheats.

Business Minister Jenny Willott identified 25 employers (listed on feweek.co.uk) who paid workers less than the National Minimum Wage (NMW) — and more than one of the firms was named in relation to underpaying apprentices.

Between all of those identified, they owe workers more than £43,000 in arrears and in addition now have to pay financial penalties totalling more than £21,000.

A BIS spokesperson refused to say which of the employers had underpaid apprentices and would not give the exact number of employers, out of the 25, that had offended over concerns the learners themselves might be identified.

Ms Willott said: “Paying less than the minimum wage is not only wrong, it’s illegal. If employers break the law they need to know that they will face tough consequences.

“Any worker who is entitled to the minimum wage should receive it. If anyone suspects they are not being paid the wage they are legally entitled to they should call the Pay and Work Rights helpline on 0800 917 2368.”

The apprentice minimum wage currently stands at £2.68 an-hour, but is due to rise 5p (2 per cent) from October.



As well as being publicly named and shamed, employers that fail to pay their workers the National Minimum Wage also face new penalties of up to £20,000 — four times higher than before.

The government revised the naming and shaming scheme from October to make it simpler to identify employers who break the law. It can now name all employers that have been issued with a notice of underpayment unless employers meet one of the exceptional criteria or have arrears of £100 or less.

The government also wants offending bosses to be given penalties of up to £20,000 for each individual worker they have underpaid, rather than the maximum penalty applying to each employer.

At least one employer out of the five in the first round of minimum wage cheat naming and shaming, in February, had underpaid on the apprentice NMW.

The BIS spokesperson said: “We do not disclose information on the identity or status of the workers.”

Ofsted to end lesson gradings in FE pilot

FE WEEK REPORTER
NEWS@FEWEEK.CO.UK

Ofsted is to ditch graded lesson observations in an FE and skills in a pilot following a University College Union (UCU) report that raised “serious questions about the fitness for purpose” of the practice.

The education watchdog will, from September, be trying out inspections in the sector with no grading of teaching in individual sessions.

The move will have been welcomed by the UCU whose report, Developing a National Framework for the Effective Use of Lesson Observation in FE, came out on Wednesday (June 11).

It said: “This report raises serious questions about the fitness for purpose of prevailing observation assessment systems in FE.”

Author Dr Matt O’Leary, principal lecturer in post-compulsory education at the University of Wolverhampton, said: “Attempts to measure the professional capabilities of practitioners through the lens of graded lesson

observations are a pointless exercise based on a pseudo-scientific approach to teacher assessment.

“The sooner we put an end to this pernicious practice, the better the sector will be for it.”

He added: “A root and branch reform of the way in which observation is conceptualised and engaged with as a form of educational intervention is what is required.”

Ofsted’s FE and skills director Lorna Fitzjohn revealed via Twitter on Monday, June 9, that its graded lesson observations in FE and Skills could be ending for good.

She tweeted: “Ofsted is to pilot FE and skills inspections without grading teaching in individual sessions.”

A spokesperson for the education watchdog later told *FE Week*: “Our prime concern is with assessing and improving the quality of teaching and learning that learners receive.

“Lesson observation is one of the key means by which inspectors can

FE WEEK NEWS IN BRIEF

Charity rockets

Nacro has rocketed to an Ofsted grade two inspection result just over a year after it was branded inadequate.

The 2,900-learner national crime reduction charity had undergone “a swift rise in standards of classroom teaching and learning,” said inspectors.

Education principal Josh Coleman said: “We think this is an amazing result in view of the challenges faced by the young people we work with.”

Around three quarters of Nacro learners last academic year were aged 16 to 18, studying at or below foundation level.

Qualification review

Ofqual is carrying out a review of Functional Skills and wants to hear the views of learners, teacher and employers.

A spokesperson for the qualifications watchdog said: “We’re gathering information on Functional Skills qualifications to find out what is working well and what needs to change. This will ensure standards are right and student interests protected.”

Visit the news section at ofqual.gov.uk for further details and to take part in the survey before June 27.

Learner Oysters

Travel concessions have been secured by 5,000 apprentices who registered for the Oyster photocard in its first year.

The Transport for London (TfL) scheme, offering 30 per cent off travel costs, was launched by London Mayor Boris Johnson in May last year.

The Skills Funding Agency revealed the number apprentices that had registered up to June 11 this year

Apprentices should visit the TfL website to sign-up for a card. Providers should email 18plusApprenticeoystercard@sfa.bis.gov.uk to request more information about the scheme.

assess the quality of teaching and learning.

“We are always looking at ways we might improve the inspection process and we propose to pilot how Ofsted may inspect without grading individual lessons as part of a consultative pilot in the autumn term.”

But colleges also the practice themselves and Marc Whitworth, acting director of employment policy and services at the Association of Colleges, said: “Evidence from our work with members suggests that individually graded lessons can be useful in assessing the quality of teaching and learning for students.

“Receiving feedback on a number of occasions across the year is also an important part of assessment, which is required to help teachers improve their skills.

“However, uniform approaches to lesson observations, which prescribe what colleges should do to observe teaching and learning, are not appropriate nor helpful to support the ongoing commitment to students.”

NEWS

College bouncing back from inspection shock

FE WEEK REPORTER
NEWS@FEWEEK.CO.UK

A formerly outstanding college that in just four years plummeted to inadequate across the board has started moving in the right direction with an improved Ofsted rating.

The 17,000-learner City of Liverpool College was hit with grade four (inadequate) ratings across each headline field in a shock Ofsted result in February last year.

Among the education watchdog’s finding were that the college, formerly Liverpool Community College, had too many students turning up late for lessons — if at all — and leave without achieving their qualifications.

But it was re-inspected just over a month ago and the resulting report issued grade three (requires improvement) ratings across the headline fields — along with four good (grade two) judgments.

“Teaching, learning and assessment are much improved since the last inspection,” it said in the Ofsted report.

It added that attendance and punctuality had also “improved significantly”.

Principal Elaine Bowker said: “The report reflects much of the progress we are making as a college, but we aren’t complacent.

“The move to a grade three is a sign that we are making good progress and with several of our schools marked as a grade two or close to grade one [outstanding], it’s a clear sign that the changes we’ve made are now having an impact.”

It was an improvement that by no means appeared certain with an Ofsted monitoring visit in October finding that the college was struggling to improve A-level success rates, although inspectors did see reasonable progress in vocational course success rates.

There was also reasonable progress in every other element of monitoring, including self-assessment and improvement planning.

But a visit from FE Commissioner Dr David Collins followed and he too had criticism.

A spokesperson for the Department for

Business, Innovation and Skills told *FE Week*: “The FE Commissioner’s assessment report identified weaknesses in the governance of the college. The report makes a number of recommendations that will, once implemented, address these weaknesses and help steer the college in the right direction.”

However, the latest inspection report details improvement across all teaching areas at the college but certain schools, including catering, hair and beauty and engineering, are highlighted as performing particularly well.

“It’s difficult to pinpoint any one piece of work or initiative which has had the greatest impact on the improvements noted as part of this latest Ofsted inspection,” said a college spokesperson.

“Credit must be given to the efforts of our staff and students but a combination of many different activities underpinned by a strong strategy will also be playing a part. There are a lot of positive



City of Liverpool College principal Elaine Bowker things happening at the college at the moment and we are pleased this has been recognised.”

Rail plan ‘won’t hit’ Prospects move



FE WEEK REPORTER
NEWS@FEWEEK.CO.UK

The boss of an independent learning provider that could have been behind the new HS2 College said news it was to be located elsewhere would not affect his own plans to become the country’s first new general FE college in more than 20 years.

Essex-based Prospects Learning Foundation will definitely not be running the National College for High Speed Rail with Skills Minister Matthew Hancock having revealed its four possible locations as Birmingham, Derby, Doncaster and Manchester.

But Prospects chief executive Neil Bates said he had already decided to opt out of the running — and the move would not affect Prospect’s plans to become a general FE college for next academic year.

He told *FE Week*: “The consultation was to find the premises/location for the HS2 and it was clear to us that this needed to be close to the HS2 route and to the North of England. We did not submit proposals for a location since we are heavily based in the South East.

“This has no effect on our plans to open

this September and we have a very strong and growing rail apprenticeship offer with Thales, Atkins, Serco, Bombardier, Telent and Eurostar.”

The new HS2 college ‘hub’ will have a number of ‘spokes’ across the country.

He added: “We also expect to work with whoever is operating the HS2 college and possibly we will be a satellite centre,” added Mr Bates.

Representatives from Birmingham, Derby, Doncaster and Manchester have been invited to give presentations to an advisory group on Friday, June 27, for a final decision on location next month.

Mr Hancock said: “We received a number of very strong proposals, and not all can be taken forward to the final stage.

“However, it is clear that there is already some excellent partnership activity taking place between education providers and the rail industry across the country which is resulting in the delivery of some outstanding provision.”

Prospects College of Advanced Technology will be officially opened by Mr Hancock on August 29.

See feweek.co.uk for more on HS2 College announcement.

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Pilot for 16 to 19s after Career College blow

FE WEEK REPORTER
NEWS@FEWEEK.CO.UK

A London college is to launch its own pilot Career College after failing to make the cut for the first round of the new Lord Baker-inspired 14 to 19 institutions.

When the former Conservative Education Secretary proposed Career Colleges in October, general FE colleges in Oldham, Oxford, Lambeth and Bromley were said to have expressed an interest.

But while Oldham was given the go ahead to open a Career College in September, with Oxford said to be looking at a 2015 start and Lambeth having dropped out due to an Ofsted grade three rating, there was no mention of Bromley.

However, Lynn Barratt (pictured), corporate development director at Bromley College, said it was still hopeful of opening a Career College. “We will pilot a hospitality, food and enterprise Career College to 16 to 19-year-olds from September with a view to the full 14 to 19 Career College opening in September next year,” she told *FE Week*.

“We are investing more than £2.5m in new facilities to support the hospitality food and enterprise curriculum which will not be fully open until October 2014 and therefore we have decided to defer the recruitment of 14 to 16-year-olds into the new Career College.”

Hugh Baird College, in Bootle, Merseyside, was the only other college told it could go



ahead with plans for this year. Hugh Baird and Oldham will specialise in hospitality and catering, and creative and digital arts, respectively.

The announcement on who had been granted licenses from the Career Colleges

Trust to open in September came on Wednesday (June 11) — along with news of hopes for at least a further ten next year.

Hugh Baird College principal Yana Williams said: “The visitor economy has been identified by the Liverpool City Region Local Enterprise Partnership as a key growth area with a range of employment opportunities for our learners.”

Oldham College principal Alun Francis said: “We are thrilled at the response we have had from Greater Manchester employers working in the digital and creative sector, and strongly believe that this initiative will play an important part in regenerating Oldham.”

Career Colleges Trust chair Luke Johnson, said: “The Career Colleges at Hugh Baird and

Oldham represent very different industries. Not only does this demonstrate the diverse nature of our innovative educational concept, but it highlights the different employer/industry requirements in various areas.”

City of Oxford College, part of the Activate Learning group of colleges, was said by the trust to be interested in opening next year, specialising in construction. Four Career Colleges were also planned by Birmingham Metropolitan College with proposed specialisms in health and medical, engineering/electronics, creative arts/media and professional services.

Five other colleges were said to be working towards approval and hoped to open next year, but were not identified by the trust.

Career Colleges Trust chief executive Ruth Gilbert Q&A

Why should a college launch a 14 to 19 Career College and not just run 14 to 16 provision itself?
We can take a lot of the legwork out of the development activity, provide support and infrastructure through research-based evidence of how to do it well from across the schools and FE sectors and provide a lot of the actual tools the teachers will need.

How much does it cost?
We have to look at the general FE college proposal and the demand being placed upon the trust. Then we'd audit what that would entail, and then an indicative cost could be provided. Ask again in a year when we've got 10 or 12 in the making and we've got an idea of where this really fits.

Is it a subscription model?
We approve a license to practice, so I would think of it more as a quality kite mark, plus a range of resources and services. We are auditing and

recognising a level of quality and style of working that starts with careers and secondly we provide a whole range of services to support that.

Could an existing college department be branded a Career College?
Yes, but there must be a governance structure that is separate to the main FE college. It must have a minimum of 40 per cent representation of the employers for the industry and we say it must be charitable in nature.

Would a Career College have its own contract directly with the funding agencies?
Career College funding will come via the main college. The Career College itself will not have its own direct contracts with the Skills Funding Agency and Education Funding Agency.



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CREATING OPPORTUNITIES

Learner destination worries over homepage proposals

FE WEEK REPORTER
NEWS@FEWEEK.CO.UK

Concerns about the tracking of learner destinations have emerged with a new consultation on plans for colleges and schools to show key performance data on their website home pages.

Association of Colleges policy director Joy Mercer said she had worries about the Department for Education (DfE) proposals.

The DfE launched a consultation on Friday, June 6, for at-a-glance post-16 measures to be carried on college home pages to include students' progress in academic subjects or Tech Levels as well as students' average grades in each category.

Colleges and school sixth forms would also be expected to show the progress made by students who joined them without a C in English and/or maths, what proportion of their students drop out, and what proportion of their students go on to further study, a job or training at the end of their courses (when data is robust enough).

Ms Mercer said: “We are pleased to see a consultation on headline measures, because they were not part of the original consultation on changes to performance tables from 2016.

“It is very important these new headline measures are accessible to parents and

potential students because all colleges will have to publish them as a condition of funding. However independent learning providers, which are also publicly funded, will not.

“We remain concerned that the headline measures using current national data, causes a particular problem for colleges in the way information on student destinations and progress is collected. This is something we've raised with the DfE.”

The consultation ends on July 4 with the proposals expected to come into force from 2016.

Current guidelines already require schools to publish information on performance. However, where and how this information is presented varies between schools and colleges. A DfE spokesperson said this made it “difficult and time-consuming” for parents to find information. Up until now colleges have not been required to publish evidence of their performance online.

James Kewin, deputy chief executive of the Sixth Form Colleges' Association, said: “The idea of schools and colleges publishing standard performance on their good one.



Lingfield gets £350k budget

@PAULOFFORD
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The body behind a new quality mark for FE providers will get taxpayer funding of up to £350k this financial year having received £201,193 last year, according to details released under the Freedom of Information Act.

The Institution for Further Education (IFE), a not-for-profit limited company, spent just over half of its £400k budget from the Department for Business, Innovation and Skills (BIS) in 2013-14 as it developed plans for Chartered Status.

It can call on BIS, which released the information, for up to £350,000 this financial year “to operate and exist” — but no government funding has been put forward beyond that.

However, the “position will be reviewed in light of progress made in 2014-15”.

A BIS spokesperson said: “The funding that BIS provided to the IFE to establish Chartered Status is considered appropriate.”

An IFE spokesperson told *FE Week*: “On money, the intention is that the institution will be self-financing from membership fees as soon as possible.

“The availability of any

future grant funding beyond 2014-15 is a matter for BIS.”

The IFE was launched last July and given responsibility by BIS for developing and launching Chartered Status.

Lord Lingfield (pictured), chair of the IFE, told *FE Week* in March that the organisation had “prepared business plans and received seed corn funding and recently acquired the lease of premises in Victoria Street, in Westminster”.

The Tory peer added he had consulted earlier this year with 80 large and small providers on plans developed by the IFE for the quality mark.

It is understood issues covered included the potential cost of the quality mark.

He said a “small group” had been chosen from providers who responded to the consultation to “develop and refine” the proposals.

The group held what is understood to have been its first formal meeting on June 4, but IFE would not say who attended or what was discussed.

Its spokesperson said: “There was indeed a monitoring meeting on June 4, which involved a selection of colleges and training providers.

“The meeting was one of many meetings and contacts with interested parties. The work of consulting and listening is still going on.”

He added IFE was still waiting for royal permission before it could start granting Chartered Status.



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College bribery claim before plans meeting

North East Surrey College of Technology (Nescot) has been accused of bribery for offering a day's leave if staff attended a council planning meeting to “show support” for its new homes proposal, it has been reported.

It asked Epsom and Ewell Borough Council for permission to develop on college land.

The plans were approved at a council planning meeting on Thursday (June 12) — after Donna Patterson, director of human resources at the college, had emailed staff saying: “If you are able to attend to show support for the college's future development we would be most grateful.

“If you are able to attend the meeting at 6.30pm for the duration of the meeting you will be entitled to one days TOIL [time off in lieu].”

The Epsom Guardian newspaper quoted one local, who did not want to be named, as saying: “It's very out-of-hand to do this — it's just bribery.”

A Nescot spokesperson reportedly said: “It is normal working practice to accrue time off in lieu for attending events outside of normal college hours. The email was for information, and without any requirement of attendance.

“Many staff live locally and have an interest in the application as residents and employees. Staff will not be paid for attending.”

FE WEEK COMMENT

On the right side

There are always at least two sides to any industrial dispute. Workers and their unions see things one way while managers and directors see them another. But a third side to the dispute at Lambeth College is one which must now be put above all others.

This side is that of the learners. Their futures are being called into question — this is their own view of the effect the strike is having.

Their concerns and their hopes must be foremost in the minds of those who have the power to end this ugly row.

Yes, there may be genuinely held grievances. And yes, finances need to be squared.

But it seems staff and leaders are growing increasingly entrenched in their positions — and all the while learners are getting more and more worried about their education and could well end up resenting their time in FE.

So UCU members and principal Mark Silverman need to follow the advice of these learners and talk — please don't let these young people think the sector has let them down.

Chris Henwood
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TOP BRATHAY CHALLENGE TWEETS

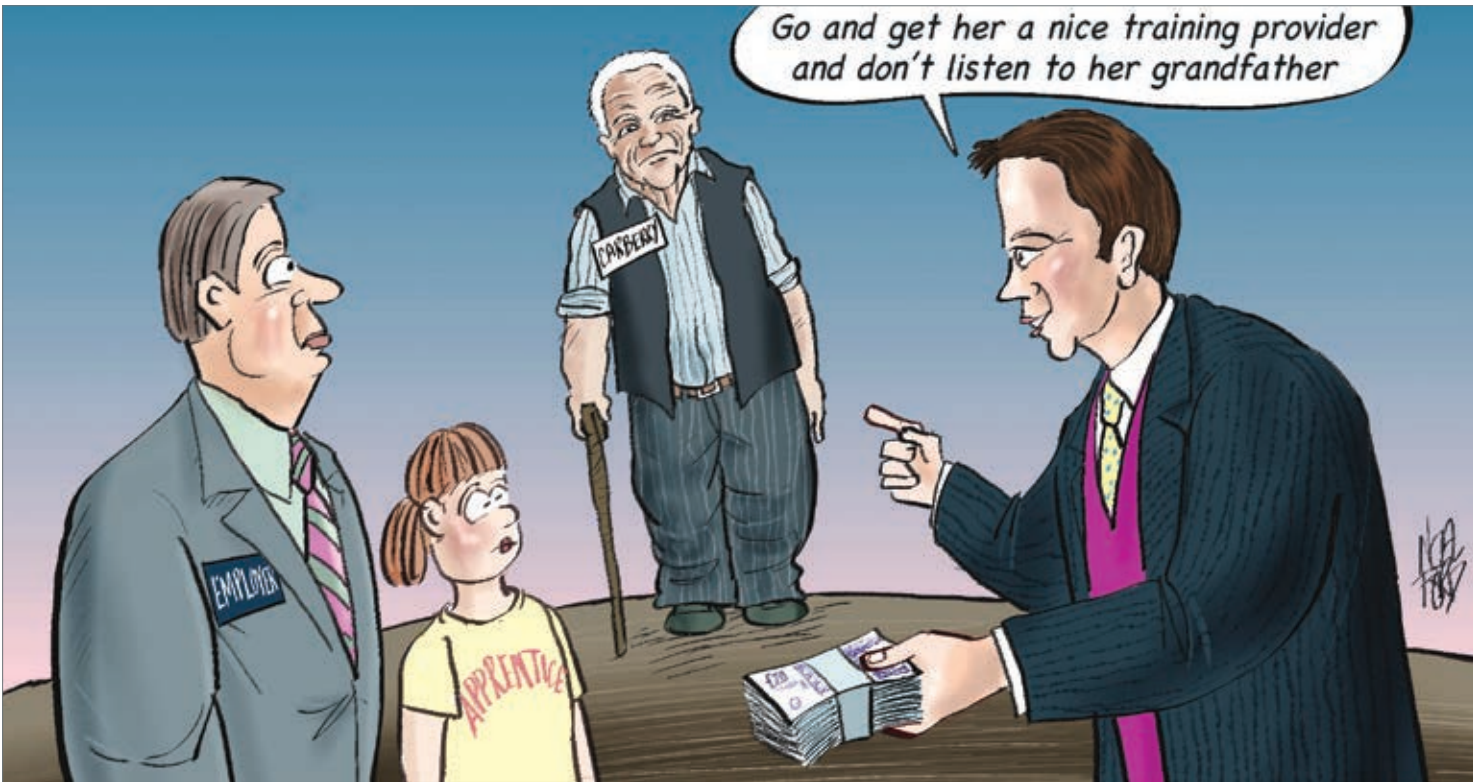
@BiddyDix
@leighbell: @Brathay Watching the teams finish the whaler challenge - highlight of my day

@DoddIJ
Many congratulations! You should be very proud of yourselves! @QATSBAC14 @Brathay

@QinetiQ
Huge congratulations to #QinetiQ's @Brathay Apprentice Challenge team @QATSBAC14 who came a very admirable and hard fought 2nd place! #BAC14

@MartecUK
@Apprenticeships @Brathay @pepsico_uk Weel done to all the team and Coordinator Dawn!

@ntreadgold
3 days at Brathay and 1 day let loose on the paintball fields, ready for a weekends worth of sleep now #dontwakemeup #funtimes



Give ‘grandfather’ funding option, says CBI

@REBECCAKCOONEY
REBECCA.COONEY@FEWEEK.CO.UK

The Confederation of British Industry (CBI) has told the government that employers should be able to ignore apprenticeship reforms by “grandfathering” through existing funding arrangements, *FE Week* can reveal.

Its response to the Department for Business, Innovation and Skills (BIS) technical consultation on reforms recommended that employers be allowed to continue with effective practices.

It said that “in principle, we favour direct funding,” but it said it also wanted to see “grandfathering for existing approaches that work well”.

The CBI in effect wants providers to be able to keep receiving government funding directly, rather than switching to the new system, where cash would be routed through employers to buy training for their apprentices.

Neil Carberry (pictured front page), CBI director for employment and skills, told *FE Week*: “During the reform period, firms and training providers should be allowed to retain their existing relationships where

apprenticeships are working well. This will allow the new apprenticeship system to be introduced gradually.”

He added: “Where firms have a direct contract with the Skills Funding Agency this should be allowed to continue, where the companies choose to do so.”

Reforming the apprenticeship funding system to give employers more control of the programme was put forward by entrepreneur Doug Richard in his review of apprenticeships, published in 2012.

A government consultation, which ran from July until October last year found that just 29 out of 366 respondents from businesses, providers and other stakeholders supported PAYE funding — but this was the main funding method put forward in the technical consultation which ran from March until May 1 this year.

The CBI’s response stressed the importance of piloting any new funding methods, and called for further details of how the system would actually work to be published.

“Business needs reassurance from the government that sufficient time and resources will be committed to ensure that the system has been thoroughly thought-out and piloted,

with decisions made on funding mechanism and funding policy together, not separately,” it said.

It added: “Only with this experience will the details of the mechanisms be able to be properly scrutinised and assessed.”

The position of the CBI echoes that of the Association of Employment and Learning Providers (AELP).

Stewart Segal, AELP chief executive, said: “Our view is that giving employers the choice of direct funding or funding through a training provider of their choice is the solution that will drive more employer engagement.

“We will continue to discuss these solutions with the CBI and other employer representative bodies because it is what employers want.”

A BIS spokesperson declined to comment on the CBI response. However, she said: “The technical consultation closed on May 1 and received more than 1,300 responses from a wide range of respondents.

“These responses are in the process of being analysed and, as set out in the consultation document, the results and next steps will be announced in the autumn.”

COMMENTS

Apprentice chief forces home cash message on funding reforms

The death of apprenticeships, in large numbers. Do they live in the real world, where providers are the people who sell the concept and find the trainee? The small employer sees it a something positive, to the business, for little cost but does not have the will or money to pay towards training.

My company has taken on several apprentices, who have been given jobs, but we would think thrice before paying for the training also as we already spend time and effort in making them suitable for working with others and training in their job.

Mr L Mintz

Warning over college leader business links

In cases like this BOTH parties should declare their interest, so that it's clear for all to see.

And on occasions buyers should involve independent third parties to improve the objectivity of the buying process — just as colleges routinely do with senior appointments.

Any consultant selling to publicly-funded clients knows that this is right — even when it means some short-term disadvantage.

When what is now Lantra was created I was ruled out from a project to shape the new organisation because I declared in my proposal that I'd had lunch (cost £15) with

the chief executive of one of the parties. I thought that was a bit of an over-reaction, but the process was right. Iain Mackinnon, former chairman, Ealing Hammersmith and West London College, and managing director of The Mackinnon Partnership

Colleges sent back to drawing board after 'aggressive' renaming

And Warwickshire College is not the only college in Warwickshire!!

Mike Motley

What about Gloucestershire College? They got away with it.

Greg Smith

FEATURE

College providing virtual answers in class

The mention of virtual reality learning is one that will trigger visions of clunky visors and black Lycra bodysuits for many, but, as *FE Week* reporter Paul Offord found out, the vision is not quite the reality, thankfully

Students at the College of North West London are making use of every learning aid at their disposal, even virtual reality (VR).

Around 1,100 learners on construction courses (levels one to four) in plumbing, gas utilisation, trowel trades of brick and plaster, carpentry and joinery, and painting and decorating use it.

A further 1,400 on engineering courses (again levels one to four) in electrical installation, air conditioning and refrigeration, welding, automotive engineering, body and paint, mechanical engineering use VR.

Putting the college ahead of the field, virtually speaking, is its head of construction, Martin Biron.

“The College of North West London has embraced opportunities to support vocational education through the development of VR and AR [augmented reality],” he told *FE Week*.

“I think it is fair to say we are pioneers in advocating and developing the use of digital technologies within FE.”

He has been learning how to create new VR teaching programmes through a part-time masters degree at the University of the West of England and has developed a virtual hair and beauty training salon called le Salon De Coiffure at the college that is expected to be in operation from September.

“It can't do things like simulate cutting hair,” he said.

“But students will be able to develop soft skills, like conversing with clients.

“I also developed a central heating component identification pod — this allows students to work in pairs within the virtual world and learn about the different components found within a domestic heating system.”

Students can download the VR software on home computers and smart phones.

They are also encouraged to use AR software that recognises tools filmed on smart phones (pictured below) and plays videos explaining how they work.

Another 8,500 students across the college have access to the college's VR software that is not actively used in lessons. They use it to support studies, for example when learning about health and safety issues for a variety of skills training courses.

Mr Biron said that he saw VR teaching software as complementing rather than replacing workshop-based teaching.

“Gas fitting students, for example, can be working on a valve in class which controls the supply of gas to different appliances,” he said.

“We can show them on a big screen while they're doing it which way the gas is flowing inside the valve.”

It might sound like an expensive piece of kit, and Mr Biron said it costs around £10,000 a year to maintain and update the VR and AR software, but he predicted providers would increasingly look to the technology as budgets are cut.

“It would cost hundreds of thousands of pounds for the college to build a new training salon, but one man did it for next to nothing in the virtual world and we will hopefully introduce that into the teaching programme from September,” he said.

He added: “We haven't got the software yet to fully replicate practical physical activities like welding or cutting hair, but I'm confident there will be completely interactive virtual workshops within 20 years that will cut out all our current health and safety worries.”



Is virtual reality (VR) learning all clunky helmets and skintight lycra? Pierce Brosnan and Jeff Fahey starred in 1992 sci-fi Lawnmower Man in which VR was used to educate a gardener with learning difficulties

Head of construction Martin Biron with a computer showing his virtual character (known as an avatar) in the virtual hair and beauty training salon he created for the college. Inset: Mr Biron's avatar close-up



From left: Level three gas installation and maintenance students Daniel Braithwaite, aged 19, and Geovanni Wallace, 20, look around a virtual kitchen with plumbing and gas curriculum manager Peter Smith. Inset: Martin Biron shows Paul Offord how the augmented reality technology works



From left: Christy Cooney, former *FE Week* intern, watches Paul Offord, *FE Week* reporter, trying out a welding torch under the guidance of Martyn Joyce, fabrication and welding lecturer



I don't care what anyone says, there isn't one person that hasn't got something they're passionate about

PASTORAL ATTRACTION

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Di Layzelle is shocked to realise that she's worked at Croydon College for a quarter of a century.

"Is it really?" she says, wide-eyed.

"It doesn't feel like it — well, time flies when you're having fun."

Layzelle arrived at the college in 1989 as a PE teacher, before she developed an attraction to the pastoral and citizenship side of teaching.

Now head of student life, 62-year-old Layzelle's efforts to get Croydon's young people engaged in their community has earned the college the Queen's Award for Volunteering after more than 1,500 students volunteered for 18,000 hours last year alone.

Layzelle says she's "overwhelmed" by the award.

"It's great we're being recognised for the fact that students can do this... because it isn't just about support and volunteer opportunities, it's about the learning," she says.

"They need to understand and learn about their communities and themselves and about what does wind them up or worry them.

"I don't care what anyone says, there isn't one person that hasn't got something they're passionate about, but if they haven't had that opportunity to unearth it — because sometimes it's buried deep — then you can't fulfil what is in you to achieve, and that's what is really important."

Working in Croydon has its challenges, but Layzelle finds many students emerge unafraid to tackle serious social issues.

"I was working with engineering students, talking about child trafficking — that was quite a big ask, but... they began to realise it was quite serious," she says.

Part of the success of the programme has been around encouraging young people to understand that they do have a voice, and allowing them to choose something they care about to volunteer or campaign on.

"We call it Adopt a Cause," says Layzelle.

"So they adopt it and they do something that has impact — it doesn't matter how big or how small, you change something.

"And there's nothing more exhilarating than being with young people who suddenly realise they did that."

She adds: "I have the analogy that I'm on a small boat on a tidal wave and the students are steering it.

"I don't know if we're going to capsize on the way but they are going to take me on this journey, and it's absolutely why I love my work.

"I don't know where I'm going, where it's going to end up, what they're going to do — how exciting is that?"

Perhaps Layzelle's adventurous spirit comes from her upbringing — she was born in Nairobi, Kenya, in 1951.

"I believe it formulated the person I am today, because unlike Kenya now, where it's all game parks and everything is very commercial, it was literally an open space and my dad would pile me and my younger sister Sibell into the back of a van and trek us across what he called the *bundu* [wilderness] and we would camp out, and sleep in the back of the van," she explains.

"It was the most amazing life, extraordinary really, I was up mountains from aged three, and I just lived this life where my senses and every part of me, was formed with colour and smell and vibrancy."

Layzelle's father, George, was "quite a character" — he served in West Africa during the Second World War having joined up at just 15. After the war he returned to Africa with Layzelle's mother, Anne.

"They literally started with nothing, no job, and gradually built up," says Layzelle.

Anne worked for the British High Commission, while George found work on the Kenyan railway.

Layzelle says she was "lucky" as her parents rejected the exclusive lifestyle of the white colonial ruling class, and unlike many of their contemporaries, socialised with their black and Asian colleagues.

"My parents were very cosmopolitan themselves and I was brought up with Asian children, African children, and I spoke Kikuyu and Swahili fluently," she says.

"That was wonderful for me — it was natural and normal."

However, beneath the idyllic surface, Kenya was growing restless for independence — when Layzelle was very small, she says, her parents became so scared by the anti-colonial Mau Mau uprisings

It's a personal thing

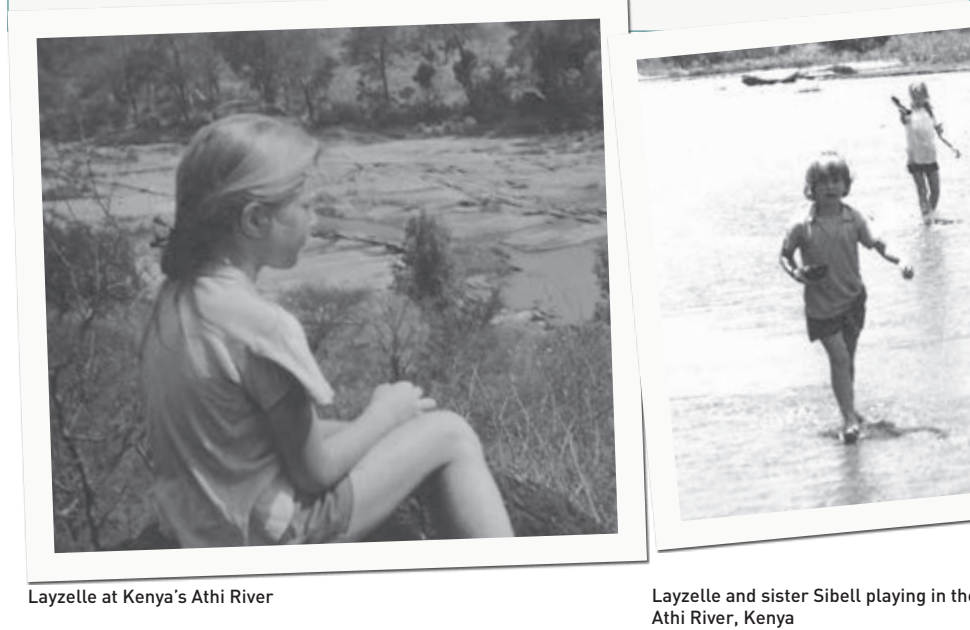
What's your favourite book?
The Map of Love by Ahdaf Soueif

What's your pet hate?
Prejudice and stereotyping, particularly with young people, and the assumption that young people don't care and they're really a waste of space, and they need to do better — and it's such a false assumption

What do you do to switch off from work?
I love walking and being outside — it clears your head and gets you out. And cooking — I am a pig I do love my food, but I actually find cooking very therapeutic, cooking

If you could invite anyone, living or dead, to a dinner party who would it be?
Archbishop Desmond Tutu. He came to the college based on some work that the students had done with the Tutu foundation, and he was just the most charismatic, amazing man — he's just so infectious, and his laugh was something to behold. And Barack Obama, but he's let me down a bit, so I would probably have him to dinner to ask him why he hasn't fulfilled what I and probably lots of people thought he would achieve

What did you want to be when you were growing up?
A dancer



Layzelle at Kenya's Athi River

Layzelle and sister Sibell playing in the Athi River, Kenya



Layzelle with mum Anne and younger sister Sibell (right) by the Tsavo River, Kenya



A picnic with Layzelle's family and friends in Kenya in the 1950s

that they hid her in fear the house would be raided.

When Layzelle was 11, her parents decided it would be safer to move the family back to England, an experience which she says left her "shell shocked".

"Everything was very grey here and very restricted, and I had never lived without mountains and the air wasn't fresh, and it was always cold," she says.

"I found the adjustment phenomenally hard, but I feel that also made me much stronger.

"I have always been a 'glass half full person', but I think at that point I probably thought it was three quarters full, and it brought me down to ground a bit."

But, she says, she would never go back.

"I believe as a child you have a view of something... I would rather remember those 11 formative years as it was than go back and see the changes," she says.

What got her "through the horrible years" of transition, she tells me, was school — and particularly sport.

"I think because I had been up mountains and trekking — my dad didn't do two-mile

included elements of pastoral care, such as encouraging healthy eating and a healthy lifestyle, and setting-up volunteering programmes at the local gym, which brought her to a "crossroads".

"I had to make a conscious decision — I was trying to do both sport and health and the tutorial side, but you can't do justice to both, so I focussed on the citizenship learning," she says.

"I do love what I do and I do believe in the power of young people, because I've lived it — and I feel extremely fortunate.

"We do get a lot of damaged young people, and they do come with their foibles, and they are still growing, but they are just wonderful young people to work with."

She adds: "I'll never stop — I think life's for living.

"I don't know what's around the corner next year and I like that — that uncertainty is exciting."

WIN!

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EVENT

Apprenticeship challenge tests mental and physical stamina to limit

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The mental and physical stamina of high-achieving apprentices was tested to the limit in the finals of the Brathay Challenge.

Eight teams from across the country descended on the Lake District to complete a series of tests of their problem solving and physical abilities over June 10 and 11.

The final was the culmination of six months' hard work in which the teams raised funds, completed community projects and visited schools, colleges and universities to promote vocational learning.

More than 110 teams and 1,000 apprentices entered the competition, now in its third year, which is organised by the Brathay Trust charity and supported by the National Apprenticeship Service (NAS).

The finalists were timed completing problem-solving challenges, including an event which involved working as a team to identify a series of shapes while blindfolded.

Physical tests included orienteering around 10km up Loughrigg Mountain, canoeing, and balancing on metal chords suspended 20ft above the ground.

The final gruelling event involved teams rowing 16km across Lake Windermere in whaler boats.

The competition was narrowly won by a team of level two to five apprentices, based at offices and factories across the midlands and north of England, from food and soft drinks firm PepsiCo. They were Danny Stenberg, aged 19, Sam Kelly, 18, Toby Dunford, 16, Leigh Bell, 21, Kira Iaquina, 23, James Weedon, 17, Kaifer Williams, 23, Jonathan Baxendell, 21, and Liam Walling, 19.

Matt Freeland, human resources director

at PepsiCo, said: "Apprenticeships are a vital part of our organisation and to see them being crowned apprentice team of the year makes us all very proud."

A team from Wiltshire-based defence, and security firm QinetiQ came second, with British Airways and Chelmsford-based e2v Technologies finishing joint-third.

Teams from Cumbria-based electronic components firm Oxley Developments, Queen Elizabeth Hospital, in Kings Lynn, Norfolk, South Worcestershire College and Virgin Media also competed.

Level three aeronautical mechanical engineering apprentice Robert Langley, aged 20, from the QinetiQ team, said: "The challenge was really tough and pushed us to our limits. We're so proud of how far we have come and the experiences we have gained, not just at the finals but throughout the whole six months, have been invaluable."

The teams raised more than £30,000 between them for charities including Haven Hospices, Cancer Research UK, Ulverston Inshore Rescue, Flying Start which supports underprivileged children, and brain tumour research charity Help Harry Help Others.

They convinced more than 50 new companies to take on apprenticeships, through business breakfasts and one-to-one meetings with employers.

Their community projects included renovating a scout hut, cricket club, community centre and a primary school's garden and they visited 50 schools, colleges, universities and careers fairs.

Nick Wilson, deputy director of employer and provider services for the North East and Yorkshire for the Skills Funding Agency which oversees NAS, said: "My congratulations go to the apprentices from PepsiCo."



From left: Virgin Media team members Jamie Hay and Niall Joseph, aged 20, balance on the high ropes



From left: PepsiCo team members Sam Kelly, Leigh Bell, Jonathan Baxendell, and Daniel Stenberg pictured in the whaling boat



The Queen Elizabeth Hospital team paddle Canadian canoes



The e2v team complete a challenge that involves moving around coloured discs

A winner's view of Brathay

Sam Kelly, from the PepsiCo apprenticeships team, explained his experience of the Brathay Challenge. The whole team felt a massive sense of pride for what we accomplished over the last six months. We must have all jumped six feet in the air when we heard we'd won.

I was one of the competitors who went up on a metal rope suspended between what looked like two telephone poles about 20ft off the ground.

There was nothing to hold onto except a team-mate on another wire who walked along with me.

We were supported by the rest of our team-mates attached to pulleys on the ground, who took our weight when we fell off. You just had to totally trust your team-mates.

The whaling boat race was hard, as it involved about 50 minutes of rowing. We had to plan our route in advance, as you had time taken off your final time if you reached certain checkpoints along the way.

We didn't actually win any of the individual events, but won through our consistency which I'm proud of.

I would recommend the Brathay Challenge to anyone. It's totally exhausting and the hardest thing was staying totally focused on so many different events over two days.

The overall experience definitely made me more confident. We raised £6,898 for Cancer Research to help get here — through sponsored events including a trek up three of Yorkshire's highest mountains.

Our team also talked to 1,500 students at 15 schools, colleges and universities and convinced 12 companies to take on apprentices.

It really widens your range of skills. You don't have to deal with those sorts of people in every day work at your factory.



The winning team with Dawn Cooney, PepsiCo's technical organisational capability manager (seated, far left), and Neil Molyneux, PepsiCo's EU food and snack senior maintenance manager (seated, far right)



The apprentices line-up for the start of the two-day final

EXPERTS



ALEX PRATT OBE

Chair of the management board of the Local Enterprise Partnership (Lep) Network, chair of the Bucks Thames Valley Lep

Running wild with the Lep potential

The Lep Network underwent something of a revamp earlier this year, with Alex Pratt stepping in as chair of its newly created management board. Mr Pratt outlines his views on Leps and their relationship with FE and skills

Leps are a bold attempt to arrest the long term trend of economic centralisation by rebalancing strategic influence over the factors of production.

It is no accident that the 39 Leps have swung behind efforts to boost, broaden and breathe life into apprenticeship, internship and work placement programmes and to try and make sense of the changing schools and skills landscape.

The extent to which Neets are a major factor in a local economy varies greatly between Leps

Any economic development strategy that has no core regard for the available workforce would be built on sand, which is why the Association of Colleges, the National Institute of Adult Continuing Education and the Education and Training Foundation were among the first in discussions held by the new Lep Network.

The Leps may have started with what appears to be little more than delegated authority over the initial £2bn per annum Local Growth Fund, but the clear aspiration is for devolution of funds and freedoms to empower places to make better and faster decisions on matters of local economic importance that impact directly on jobs and growth

The well-spring of added-value is the private sector, which mixes labour, land and capital together. It doesn't therefore take a rocket economist to see a clear line of sight between education and skills, and jobs and growth.

I have yet to find a Lep chair who does not believe one essential component of any sustainable long term competitive economy to be an education and skills system fit for the realities of the 21st Century economy.



CAROL TAYLOR

Deputy chief executive, National Institute of Adult Continuing Education (Niace)

Another look at family learning impact

A report on family learning last year from Niace called for a huge expansion in family education programmes to improve child and adult numeracy, literacy and other key skills. Carol Taylor assesses the report's impact eight months on.

The first few years of life are vital for everyone's future attainment and achievement. We cannot rely on schools alone.

Many families lack the resources, knowledge or confidence to help their children, meaning that the inter-generational cycle of low achievement, prosperity and aspiration will continue. This is why we see family learning as being a crucial element for economic and social renewal.

We must create a situation where homes become places where learning is seen as normal, where children and young people see the value of learning and come to post-16 provision 'ready to learn'.

There is a big role here for FE providers with their availability of experienced adult teachers, suitable curricula and access to qualifications

We are not alone in this vision, but family learning's progress in becoming a permanent part of our lifelong learning system has suffered lately through the split in government departments.

There is plenty of enthusiasm and support, but because no Government department takes responsibility and no agency leads on its CPD, quality or innovation, family learning has been left floundering in 'no man's land'.

This means provision is sporadic, but that does not mean its quality is. Anything but, in fact.

The Niace-led independent Inquiry into Family Learning was set up in 2012, under the guidance of its chair, Baroness Valerie Howarth, to examine the current state of family learning in England and Wales, and to make recommendations about how we can

ensure its place as a powerful intervention within the system.

We found that family learning can increase children's development by as much as 15 percentage points and could cut the costs of 'vulnerable families'. We heard from people who told us about the incredible impact learning has had on their family's lives, not just on their learning but on their health, job prospects and involvement in their local communities.

The inquiry provoked a renewed interest. For instance, Ofsted is working with us, visiting several different examples of excellent practice across the country. This was inspired by a claim at the inquiry's launch that some head-teachers saw inspection as a barrier to using the Pupil Premium to fund family learning provision — one of the inquiry's main recommendations.

Discussions with the Education Endowment Foundation are also underway to consider how family learning can be used as an intervention if supported by the Pupil Premium. This work will give head-teachers research findings to show the value, and practical ways, of making family learning work in their school.

A further piece of work, sponsored by the Paul Hamlyn Foundation, will see six pathfinder projects linking schools with other providers to develop family numeracy in a range of different contexts — including sport and financial capability. This will produce resources, curricula and a blueprint for further similar, or indeed, imaginative provision.

The final recommendation of the inquiry called for the setting up of a national forum. Meeting for the first time in July, this forum — with representatives from all the relevant national organisations, including government departments — will start the process of creating a better understanding of family learning and call for increased investment.

But this is not solely a responsibility for schools. There is a big role here for FE providers too, with their availability of experienced adult teachers, suitable curricula and access to qualifications. Every child needs the best possible start in life and it is often children who inspire parents/ carers or grandparents to return to learning. As we, and Ofsted, have seen, the best family learning provision grows people's confidence. It helps children to improve their levels of attainment at school, prepares all of us for the rapidly changing labour market and will ultimately go a long way to ensuring strong economic and social growth for everyone.

EXPERT



JOHN MOUNTFORD

Association of Colleges international director

A mid-term review of the AoC India project

A delegation of college principals set off to India in January last year to assess opportunities for delivering FE in a burgeoning foreign market. They marked the opening of the AoC India office in Delhi, and John Mountford looks at what's been happening there since.

The UK's FE colleges are ideally placed to add real value to India's training requirements as it continues to develop as one of the world's largest and fastest growing economies.

In January 2013 AoC India was launched in Delhi by Skills Minister Matthew Hancock and Dilip Chenoy, chief executive of the Indian National Skills Development Corporation.

Thirty three colleges agreed to work

in partnership to establish FE's first UK sector-wide overseas office. The ambitions of the partnership were to promote, represent and support UK FE colleges in India; to develop business opportunities; to establish a base that allows colleges to build mutually beneficial partnerships; to build consortiums that help to 'scale up' the UK college offer to better meet the needs of the Indian market; to act as a springboard for colleges looking to enter India for the first time; and, to explain and articulate the UK college offer to Indian partners.

As we are now more than halfway through the partnership's initial two-year period it seems timely to reflect on progress against these early ambitions.

Without doubt, the UK college brand is now better recognised by key Indian

partners, in part due to the signing of a number of strategic allegiances with key organisations such as both the Federation and Confederation of Indian Industries.

AoC India has also established strong links with partners in the Indian government, including the Ministry of Human Resource Development as they work on developing their new national FE college sector.

AoC India has also joined forces with UK government-led initiatives in the Indian market. This has included being invited to join both Prime Ministerial and ministerial-led delegations. A number of colleges have successfully bid for joint UK and Indian government funding through the UK India Education Research Initiative.

AoC India has also established a strategic partnership with the UK India Business Council (UKIBC), the agency specifically charged with promoting UK business interests in India. AoC India acts as a forum to bring the partner colleges together which is, in turn, promoting more collaborative, sector-wide solutions to meeting the challenges of the Indian market.

We are also seeing college consortiums and individual colleges beginning to develop business in the Indian market. Exeter College has established a Beyond Borders programme in partnership with Accent International (UK) and Bring Spring (India) that aims to develop and pilot a range of vocational and English skills development programmes to be used by trainees both here and India.

Burton and South Derbyshire College, in

partnership with Highbury College, UKIBC, Lavasa Corporation and Manipal City and Guilds (the latter two are both in India) are working on developing an intensive Train the Trainer programme in the construction and unarmed security guard sectors. While Vision West Nottinghamshire College is establishing a construction training centre in the Punjab and Bournville College is opening a campus in Kolkata.

Despite these early successes, it is important to acknowledge that the Indian skills market is not an easy one to crack. It demands effort, patience and a long-term approach; the commercial models aren't always obvious and turning a market presence into viable business opportunities is not always straightforward.

Through the introduction of Student Visas it is increasingly difficult to recruit Indian students into the UK which removes a valuable revenue stream for colleges. It can be hard to balance the difficulties of the Indian market while also contending with a challenging domestic agenda. AoC India needs to ensure that it strives to fully support its members as they navigate this complicated landscape.

AoC India colleges can be proud of their early achievements and the effort they have put in. Even if the rewards aren't always immediate we have to acknowledge the very special opportunity that this work affords our sector. Through this partnership we can make a major contribution to India's future development while helping our colleges to access new and exciting business opportunities.

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CAMPUS ROUND-UP

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Top: Former Formula One driver Mark Webber (third from left) and Aylesbury College principal Karen Mitchell (far right) with students from her college's winning team. Below: Mark Webber prepares to start the hand-powered cycle race

Racing through endurance and mental agility tests

Learners from Aylesbury College and Amersham and Wycombe College raced through physical endurance and mental agility tests in front of former Formula One driver Mark Webber.

Teams of 12 students from each college completed events including a giant Krypton Factor-style puzzle against the clock and racing around Silverstone race track, in Northamptonshire, on hand-powered cycles.

The winning team from Aylesbury College was presented with medals by Mr Webber, who retired from Formula One last year and helped organise the event.

Karen Mitchell, principal of Aylesbury College, said: "Some of the challenges were pretty tough but it was a great day for everyone."

The students raised £3,000 through

sponsorship and a charity auction for the Aylesbury College Trust, which helps deserving students who need financial support continue their studies.



Amersham and Wycome College student Cameron Tassell

DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to campus@feweek.co.uk including names, ages and course details of students where applicable

Learning about health care and cultural differences at Indian hospital

New College Nottingham students spent a fortnight shadowing doctors and nurses at a hospital in India. They were shocked to see a mother reject her baby because it was a girl, but came home elated after watching patients' lives being saved or transformed by surgery, writes Patrick Widdess.

India is situated in a different continent to Britain, and students who spent a fortnight at a hospital there felt like they were in a different world.

The dozen BTec extended diploma health sciences learners accompanied doctors and nurses in wards and operating theatres throughout Meenakshi Mission Hospital Research Centre, in Madurai.

Caroline Houldsworth, head of science, technology, engineering and maths at New College Nottingham, said they were shocked to see a mother initially reject her newborn baby girl in the maternity ward. "The students saw first-hand that there is a cultural preference for the first baby to be a boy and the mother was distressed when she saw it was a girl," said Ms Houldsworth.

"She refused to handle the baby immediately after the birth, but later on in the day the staff encouraged her to try and feed the child."

The woman eventually breast-fed the baby in what hospital staff thought was an "encouraging sign" that the family would accept the child — and she would prove not to be one of the many first-born daughters abandoned every year.

However, the highlight for student Neha Mahato, aged 21, was watching cleft pallet surgery on children who were subsequently able to smile confidently for

the first time.

She said: "The children who had the surgery were mostly very young. It was really good to see them smiling [after the operations] and their parents too."

Neha, who plans to study nursing after graduating from college, said staff at the hospital taught students the importance of remaining objective so they could keep a clear mind when considering treatment.

She said: "I learned that when you see a patient you feel sympathy for their pain, but as a professional you have to think about how to cure them, not the pain."

She also recalled how students overcame the language barrier to communicate with patients.

"We had to do it through speaking slowly and using common gestures," said Neha.

Neha was joined by fellow learners Lauren Walker, Abigail Walker, both 16, Emilia Hope, Pippa Carr, both 17, Sidra Asif, Katie Alexander, Victoria Gale, Summun Ahmed, all four 18, Charlotte Turner, Sonja Radosinovic, both 19, and Neha Mahato, 21.

The students, who returned from the trip last month, had previously spent 18 months raising £2,000 per person to fund the trip, through activities including cake sales and packing shoppers' bags at supermarkets.

As well as their experiences in the hospital, the trip also involved a weekend trip to the Gavi national park, in Kerala, where students camped, went trekking in the jungle and saw wild dogs and black deer.

Neha said: "It was not only educational. We developed as individuals and really got to know each other well. It was an extraordinary experience."



Back from left: Students Emilia Hope, Abigail Walker, Katie Alexander, Lauren Walker, Victoria Gale, Sonja Radosinovic, Sidra Asif, and college head of science, technology, engineering and maths Caroline Houldsworth. Front from left: Students Summun Ahmed, Neha Mahato, Pippa Carr and Charlotte Turner. Inset: Charlotte Turner learns how to take the pulse of a patient



Students Sarah Morton and Emilia Hope learn about pregnancy and childbirth from an Indian doctor. Right: Student Lauren Walker preparing for surgery



& MOVERS SHAKERS

Your weekly guide to who's new and who's leaving

Lesoco has brought in the former chair of the 157 Group to take over as interim consultant principal following the departure of Maxine Room.

Ioan Morgan, who will officially be employed by the Association of Colleges' (AoC) recruitment arm AoC Create, will take up the role at the college on Monday (June 9).

Mr Morgan was principal of Warwickshire College until 2010 and the first chair of the 157 Group when it was formed in 2006.

He will face the task of turning around Lesoco's fortunes after it was slapped with an inadequate Ofsted grading in January, which prompted a visit from FE Commissioner Dr David Collins who then questioned college leadership.

Mr Morgan said: "I am proud to be joining the Lesoco team as it faces the challenge of recovering its historic pre-eminent position among FE colleges.

"We must ensure that leadership at

all levels in the college focuses on high-quality teaching and learning. This is our core business.

"The college's learners and its local communities deserve an excellent college to ensure economic prosperity."

He also contributed to the Foster Report into the future of FE colleges, which recommended setting up the 157 Group and advised the last Labour government on FE policy.

The 17,600-learner college was formed in 2012 following a merger between Lewisham and Southwark colleges.

Ms Room announced last month that she would be standing down having overseen the merger.

"It is with sadness that I announce my retirement from Lesoco this summer," she said, adding: "Over the last five years I have had the privilege of working with an absolutely fantastic team.

"The passion, commitment and dedication of the staff at Lesoco is



Ioan Morgan

unrivalled, and the students are simply inspirational.

"Both students and tutors are united in their ambition, resilience and inclusivity."

A college spokesperson said he was "not aware" of any moves to rename or rebrand Lesoco, although he added Mr Morgan would be looking at "every aspect of the college".

Mr Morgan caused controversy in 2009 when he was offered the post of chief executive of the Learning and Skills Improvement Service, only to back out



Maxine Room

after the announcement had been made, but before contracts had been signed.

John Landeryou, chair of governors at the college, said: "We are delighted that Ioan will be joining us. His track record at the highest level in FE is second to none.

"After the successful completion of the merger, Lesoco is now focused firmly on quality.

"We are grateful to Maxine for the transition to the merged college and are looking forward to making rapid progress under Ioan's leadership."

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing news@feweek.co.uk

THE SUNDAY TIMES
festival
OF EDUCATION
WELLINGTON COLLEGE
June 20-21, 2014

The world of further education will be celebrated at the Sunday Times Festival of Education this summer with a dedicated strand organised by the Association of Colleges.

It will highlight the exemplary work of further education colleges and examine how they help young people learn vocational skills and gain qualifications that businesses need.

With innovation and entrepreneurialism at its core hear how the FE sector is leading the way in guiding and

developing students in a complex world.

The prestigious line-up of high-profile speakers includes: **Baroness Estelle Morris of Yardley, Former Secretary of State for Education and Skills, Alison Wolf, Sir Roy Griffiths Professor of Public Sector Management, Karen O'Donoghue, President, Career Development Institute and Daniella Distazio a Business Apprentice at MBDA UK.**

To book go to: festivalofeducation.com/tickets




The Education & Training Foundation

Director of Strategy

£75,000

Head of New Business

£50,000 plus 100% bonus potential



“The Education & Training Foundation is all about excellence in teaching and learning.”

...David Russell, Chief Executive

Our vision ...

...is a further education and training system of the highest quality, achieving excellent outcomes for learners and employers.

Our mission ...

...is to enhance the performance and professionalism of the education and training workforce, to achieve our vision.

Our aims are to ...




- raise the quality and professionalism of teachers and trainers across the FE and training sector
- deliver consistently excellent outcomes for learners and employers
- support Colleges and training providers of all types in achieving their own improvement objectives
- promote this vibrant sector to employers and national influencers, and raise awareness of its vital role in rebalancing the economy

As Director of Strategy, you will take the lead on strategy, business development and sales, planning, operational implementation, quality assurance and research.

As Head of New Business, you will drive and personally deliver our commercial and business strategy.

Both roles are London based. Find out more by first downloading the briefing pack on the roles from www.davidsonpartners.com where you can also watch an introductory video clip from David Russell. Subsequently, for an informal and confidential discussion, contact our advisors Hamish Davidson or Colin Horwath on 020 7183 0363 quoting ref ETF1023 (Director of Strategy) or ETF1024 (Head of New Business), or by email at: hamish.davidson@davidsonpartners.com (M: 07932 698807) colin.horwath@davidsonpartners.com (M: 07766 104662)

Closing date for applications is 6 July 2014.



Deputy Principal

Post Ref: PRIN 7718

Salary: circa £90K


A breadth of skills, a depth of knowledge, an innovator and entrepreneur, passionate about teaching and learning, driven by student success, able to inspire and lead others? We can offer you the next step in your career where every day is different, where our staff are defining the cutting edge of innovation in a College which is redefining the student experience in both Further and Higher education.

Newcastle College, a division of NCG, is one of the largest and most successful colleges in the country with 18,000 students and 1100 staff. Our current Deputy Principal, like his two predecessors, is leaving to take up a college Principalship. This is an exceptional opportunity for an outstanding individual to help lead the college into the next phase of its development.

Application forms and further information about these and all current externally advertised vacancies are available on the College Website www.newcastlecollege.co.uk or by calling **0800 3280942** or by e-mailing recruitment@ncl-coll.ac.uk. Please quote the reference number of the post in which you are interested.

Interviews for this post will be held on Friday 4 July.


Closing date: Monday 23 June at 12 noon.



0191 200 4000
www.newcastlecollege.co.uk

ENGLISH AND MATHS JOBS

FROM MARCH UNTIL THE END OF AUGUST. FE WEEK IS OFFERING FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATHS TEACHING ROLES. GET IN TOUCH WITH HANNAH BELOW FOR MORE INFO.




TO ADVERTISE WITH US CALL

HANNAH SMITH ON

Hannah.smith@feweek.co.uk or 020 81234 778

FE Week



TO ADVERTISE WITH US CALL

HANNAH SMITH ON

020 81234 778

The College of Haringey, Enfield and North East London

Head of Schools x 3

Science, Engineering & Construction
Computing & Creative & Media
English & Maths

Ref 13/91
Ref 13/92
Ref 13/93

Full Time – Permanent
Tottenham Centre
Salary range - £45,699 - £49,653 per annum

The College of Haringey, Enfield and North East London aims to deliver the very best further education in London. Our most recent Ofsted report (April 2014) rated the College “good” with “outstanding” Leadership and Management.

Having made significant improvements in our teaching, learning and assessment, the proportion of our learners who successfully complete and pass their courses has significantly improved. Recently ranked London’s number one performing College, we are at an exciting stage of our development.

The College is looking for three dynamic and innovative Heads to lead and develop our work in; Computing & Creative & Media, Science, Engineering and Construction and English & Maths. You will have significant management experience to help maintain the high standards of the College and have the drive to achieve excellence.

You will have overall responsibility for the leadership, management quality and strategic development of the Schools across our two centres, working to ensure excellent success and progressions rates for learners in your designated areas of specialism.


You will be joining a friendly and professional College that is wholly committed to securing the best academic and personal development outcomes for all of our learners.

Closing Date: 12pm - 1st July 2014
Interview Dates: 3rd & 4th July 2014

For further information please visit: www.conel.ac.uk/staff/vacancies
Email: recruitment@staff.conel.ac.uk
Phone: 020 8442 3045 (answerphone)


Our students are award-winning, our provision and facilities are highly rated, our finances are strong and we have the passion to transform lives. We offer the best possible experience to our learners, employers and staff alike. Join us!

Focus on Success



Stonewall

DIVERSITY CHAMPION



www.jobs.co.uk
See click - online possibilities

Your Future Starts Here

Walsall Adult and Community College

A forward thinking and business orientated Board of Governors are looking to recruit to a number of key vacancies within the College, this is your opportunity to be involved and play a part in the evolving future of Walsall Adult & Community College!

Big changes are underway at WACC. Coming up to our 5th birthday and already we are an outstanding College as graded in December 2012 by Ofsted, one of the first in the country.

With a current turnover of just under £5 million, and 8000 students studying from 2 sites and around 42 community venues, the College is looking to expand with some big changes planned for the near future. Currently part of Walsall Council, a spin out project is underway for the College to reach independence by August 2015. A bid won by WACC from Cabinet Office to support the work required for this project to be completed has ensured capability to begin this exciting journey.

WACC has a very supportive and influential Governing Body, and its relationship with partners, communities and employers is pro-active in meeting the needs of the people of Walsall and beyond.

WACC is a strong contender in the sector, it's a Sustainability Champion, being the winner of 3 Green Gown awards, a Leader in Diversity - the first College to receive the leadership award and did we mention 'outstanding'. It has an excellent and committed workforce and we are looking for innovating, enthusiastic and passionate staff to join our teams.

If you would like to work for us and be part of our exciting journey take a look at the roles we have on offer and join us.

Assistant Principal – Quality Assurance & Support

£45,018 - £52,173 pa

Ref: NS41414

To lead our quality strategy and ensure we continue to develop as an outstanding college; you will have experience, at a senior level in an education environment, leading quality assessment and improvement as well as a successful track record in the leadership and management of teaching, learning and assessment.

Executive Planning & Funding Advisor 0.5

£37,719 - £41,208 pa, pro rata to hours worked

Ref: NS41614

To be responsible to the Vice Principal for all aspects of planning and optimising funding for curriculum and learning support activity and to establish effective mechanisms to ensure funding is efficiently planned, recorded and secured.

Training & Development Officer

£25,704 - £30,690 pa

Ref: NS41714

To undertake preparation, training, assessment, internal verification and associated administration duties in line with the college Assessor contract whilst developing and maintaining business and relationships with employers.

Pathway Leaders x 4 (Supported Learning; Family Learning; English & Humanities, Maths)

£25,704 - £30,690 pa

Ref: NS41814

Fundamentally teaching posts but with a lead on the development of a coherent and progressive curriculum pathway within a subject sector, providing curriculum expertise and guidance to the development of courses and approaches to teaching, learning and assessment within a designated pathway and subject sector.

Maths Tutor 1.0 FTE

£22,854 - £28,929 pa

Ref: NS41914

To provide excellent teaching and assessment of maths including functional skills from entry to level two and GCSE maths

Sessional Tutors

Unqualified £18,687 - £19,236 pa,
Qualified £22,854 - £28,929 subject to qualifications

Ref: NS42014

Sessional Tutors in – ESOL/ICT, Maths, Accounting, Counselling, English, French, Social Sciences, Family Learning, Horticulture, Construction, Dressmaking, Hospitality & Catering, Sport, Childcare, Health & Social Care, Business Admin, Management, and Science. To deliver the highest standards in teaching, learning and assessment to meet diverse needs and achieve the best possible outcomes for learners.

DIVERSITY WORKS


Visit: www.walsall.gov.uk/jobshop

Telephone 01922 653377 • Textphone 0845 1112910 (for deaf/hearing impaired people only)


Closing date for all posts: 23 June 2014.

Interviews for all posts will be held week commencing 7 July 2014.

The Authority is committed to safeguarding and promoting the welfare of children and young people/ vulnerable adults and expect all staff and volunteers to share this commitment.



Walsall Council



www.jobs.co.uk
See click - online possibilities

We are looking for a:

SENIOR ADMINISTRATOR

SALARY: £22.5K TO £27.5K (DOE)

Greenwich, London

Responsible for the day-to-day functioning of the Lsect and FE Week office.

Roles will include: general office administration, financial administration, supervision of junior staff, assisting with the execution of events, supporting the sales executive and editorial team.

Closing date: 5pm, Friday, June 27

To apply email: victoria.boyle@lsect.com

For more information visit jobs.feweek.co.uk

Lsect is publisher of

FE Week



STEM ACADEMY

Functional Skill English Lecturer

FTE 1.0 £22,961.00 TO £32,594.00 per annum + £1,000 PRP
or 2 x FTE 0.5 (£11,480.62 To £16,297.00 per annum + pro rata PRP)

Do you have the skills and expertise to successfully develop the Functional Skills of young people? We are seeking a highly experienced English tutor to join our team of staff who deliver Functional Skills/ GCSE across the college. We are a college rapidly improving towards outstanding. Experience of working with young people post-16 is essential as well as the ability to deliver the Functional Skills curriculum creatively within the vocational subject area. It is desirable, although not essential, that you have experience with GCSE English as the post may involve teaching in this subject area.

You will have excellent organisational skills and be able to work independently across the college. You will hold a teaching qualification and it is desirable for you to possess a Level 4/5 subject specialist qualification. Knowledge and experience of the Functional Skills curriculum is essential.

As an experienced teacher you will be flexible, approachable and strive to work towards outstanding success.

BCoT will offer "New Teachers" a loan to cover the cost of study and obtaining teaching qualifications. Provided the qualification is obtained, repayment of the loan is not required**
** Terms and conditions apply

BCoT is committed to safeguarding and promoting the welfare of all its learners, and expects all staff to share this commitment. The successful applicant will be required to undertake appropriate checks, including an enhanced DBS disclosure as well as providing proof of right to work in the UK. BCoT is an equal opportunities employer and we welcome enquiries from everyone and value diversity in our workforce.

Closing date for applications: 29th June 2014

To apply for this post, please click on the link below:-
www.hirewire.co.uk/FE/1053284/THW_JobBoard.aspx

If you wish to send a CV with your application, please remember to click 'upload' after attaching it, otherwise your CV will not be sent to us.



FEMALE AND MALE ENGLISH TUTORS – SAUDI ARABIA

Three new colleges of excellence are being established by a collaboration of UK colleges in partnership with a leading Saudi stakeholder. The colleges of excellence will open in September 2014, based in new purpose - built facilities. The colleges will focus on developing foundation skills with a high priority on English Language in year one. The colleges will offer certificates and diplomas in specialised areas for Saudi high school graduates and will dramatically enhance technical and vocational education and training in Saudi Arabia.

We are looking to develop a college organisational culture that will encourage innovative, creative teaching and learning whilst minimising administration. With the Senior Leadership Team already established we are looking to further enhance the quality of the organisation with experienced staff that can help us deliver high quality teaching and learning.

We are currently recruiting for **Female English Tutors** and **Male English Tutors** to start in September 2014.

You will ideally hold a recognised English qualification along with a certified EFL qualification and have a minimum of 2 years' experience teaching English to foreign languages.

If you are interested and would like further information please send an up to date CV to reidy@pts.co.uk



Please note this advertisement is based outside of the UK and is therefore exempt from UK advertising regulations.

The College
of West Anglia



WE ARE LOOKING FOR

GRADUATE LECTURER IN MATHS – 1 YEAR CONTRACT

Salary: £16,000 per annum
Post Ref: MATGRAD
Base: King's Lynn
Hours: 37 hours per week
A Golden Hello of £7,500 is applicable, which is payable in the second year of teaching.

The successful candidate will benefit from receiving a salary whilst training to achieve the Certificate in Education and Training (formerly CTLLS). This will equip the Graduate to teach in the Further Education sector. All fees for the Certificate in Education course will be met from the project and the course will be taught in house at the College of West Anglia.

In addition to the above the Graduate will benefit from:-

- A reduced teaching timetable to enable the Graduate to complete a supportive induction period and complete the teacher training course
- Corporate and local induction programme
- The College's flying start programme for new teachers
- 2 college training days a year
- 3 Planning Days
- 5 Study leave days
- 37 Annual leave days
- Contributory Pension Scheme
- Opportunities to apply for further professional development and training supported by the college
- A mathematics subject mentor
- Support from the college's teacher training team (the Learning Practice)
- Opportunities to observe teaching and learning in mathematics on a range of courses at the College of West Anglia and in primary and secondary academies in the CWA Academy Trust
- A peer observation scheme

All applicants will have a Degree in Maths (2.2 or above classification) and level 2 Literacy (GCSE A-C) or equivalent or be willing to obtain.

Closing date for receipt of all applications: 12 noon, Friday 27 June 2014

You can now view all our current vacancies on www.cwa.ac.uk and apply on-line should you wish to.

www.cwa.ac.uk

Milton Keynes
COLLEGE

LECTURER (ENGLISH: FUNCTIONAL SKILLS AND GCSE)
LECTURER (MATHEMATICS: FUNCTIONAL SKILLS AND GCSE)

Location: Bletchley and Chaffron Way Campus, Milton Keynes
Hours: 37 hours per week, 52 weeks per year
Salary: £17,316 - £31,314 per annum
Closing Date: 26th June 2014

Milton Keynes College is values led organisation - Integrity, Excellence, Inspire, Respect, Innovate.

Milton Keynes College is a leading Further Education College providing a comprehensive range of vocational, academic, professional and higher education courses. The College also delivers the Offender Learning and Skills Service (OLASS) Phase 4 contracts for East Midlands, West Midlands and South Central, providing education to 30 prisons across these 3 regions.

Two Exciting Opportunities....

Be part of these exciting opportunities to join the Faculty of Creative and Service Industries at Milton Keynes College. We are looking for a teacher to teach English and a teacher to teach Maths on campus based and Apprenticeship programmes. We welcome applications from those with teaching qualifications and experience but we are also prepared to consider other applicants who show potential to be excellent teachers.

There is scope for these role to both be split into two part-time posts, so candidates who can only offer one of the subject areas are welcome to apply

As a successful candidate you will have:

- Have a degree or equivalent in an appropriate subject
- Have a teaching qualification (desirable)
- Have experience of teaching at this level and/or demonstrate potential to become an outstanding teacher
- Have good written and verbal communication skills
- Have good IT skills

For further information

Visit: www.mkcollege.ac.uk/jobs | Email: recruitment@mkcollege.ac.uk | Follow us @MKCollegeJobs

Jobs at Milton Keynes College - Whatever your Direction

We want to develop a more diverse workforce and positively welcome applications from all sections of the community. Milton Keynes College is committed to promoting the safety and welfare of children, young people and vulnerable adults. All positions therefore require a DBS check.

The College is proactively committed to Sustainable Development through the learning opportunities it delivers, its management of resources and its engagement with communities



Bournville
COLLEGE

Bournville College, based in the south west of Birmingham, is dedicated to the needs of our large and diverse student population. With a turnover of more than £30 million and an outstanding body of staff, we are well placed to help our students to succeed. We've created a lively, supportive and welcoming atmosphere for staff and students alike and are proud to be situated in our brand new £66 million state-of-the-art campus in Longbridge.

Lecturer – Maths

Ref: T744 x1

Salary: £19,452 - £35,064 per annum

Lecturer – Functional Skills Maths

Ref: T760 x2

Salary: £19,452 - £35,064 per annum

We are looking to appoint three experienced and qualified Maths Teachers to teach maths across a range of programmes.

The successful candidates will have a proven track record of teaching across 16-18 and or adults, personal tutor experience and will be innovative and inspiring teachers, confident in the use of IT.

A recruitment pack can be downloaded from bournville.ac.uk

Closing Date: Wednesday 18th June 2014 at 12 noon

It is anticipated that interviews will be held on 3rd July 2014

Bournville College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced disclosure check through the confidential process administered by the Disclosure & Barring Service. A conviction may not exclude candidates but will be considered as part of the recruitment process.

We are an equal opportunities employer. Applications will be considered from those wishing to job share.

Talk. 0121 477 1390 | Write. info@bournville.ac.uk | See bournville.ac.uk/vacancies
Visit. 1 Longbridge Lane, Longbridge, Birmingham B31 2AJ | Sat nav ref. B31 2TW



Lecturers in Maths and English

Salary: £21,953 - £33,205

Ref: 401314

Would you like to be part of the future of Bexley?

Bexley College is moving to a new purpose built site in the heart of Erith which is a growing and vibrant community. The new College will provide commercial, industrial and vocational experience for local young people and adults. Why not join us on this journey?

Bexley College has a number of full and part time vacancies. We are looking to appoint dynamic and forward thinking Lecturers to deliver and assess Functional Skills and GCSE maths and English qualifications. You will have considerable experience of managing and supporting a diverse range of students through English and maths programmes and a clear understanding of strategies for raising performance and using monitoring and evaluation processes to ensure student progress.

The successful candidates will hold a recognised teaching qualification, have a Level 5 qualification in English and / or Maths and have knowledge of current Functional Skills and GCSE developments within FE and training. You will have an enthusiastic and flexible approach to your work and be passionate about motivating and enthusing students to fulfill their potential.

For candidates delivering on the GCSE programmes we are looking for staff who have a strong track record of managing and supporting diverse groups of learners successfully through GCSE English/maths programmes and a demonstrable understanding of strategies for raising performance and using monitoring and evaluation processes to ensure student progress.

When applying, please state whether you would prefer a full or part time role and whether your specialism is maths or English. Please also state whether you would prefer to teach Functional Skills or GCSE, the job descriptions for both will be available.

Bexley College is committed to the safeguarding of vulnerable adults and all posts are subject to an enhanced DBS disclosure prior to starting employment. The College looks to positively promote equality of opportunity and diversity; applicants are welcome from all sections of the community.

If you feel you have the qualities we are asking for and are looking for a new and exciting challenge then please apply online at www.bexley.ac.uk. Alternatively, you can email us at hr@bexley.ac.uk or call our 24 hour recruitment line for an application pack on 01322 404240. Please note the College does not accept CV's only.

Closing date: Friday 27th June 2014



POSITIVE BENEFITS FOR ALL

nocn
CREATING OPPORTUNITIES

Learning has overwhelmingly positive benefits for all, not only for their career, but health too. And it helps to reduce isolation.

With the right help and the right attitude adult learners can achieve their ambitions.

We offer a step-by-step, unit-by-unit route into learning that helps increase the learners' confidence.

With a focus on employability, preparation for apprenticeships, apprenticeships and skills qualifications, NOCN:

- help employers, LEs, colleges, training providers and industrial partnerships to invest in narrowing the 'skills gap'
- provide flexible, high quality qualifications that individuals, employers and communities want and need
- qualifications are recognised and trusted by colleges, employers and training learning providers

We offer apprenticeships and vocational qualifications in health and social care, housing, child development, creative arts and design, construction, security, facilities management, horticulture, hospitality, manufacturing, sport & leisure services and engineering.

Call us on **0114 227 0500** or visit **www.nocn.org.uk** to find out more.
Follow us on Facebook **NOCN1** and Twitter **@nocn1**.



NOCN is one of only 21 organisations, and the ONLY awarding organisation, to achieve Level 3 in Leaders in Diversity presented by the National Centre for Diversity.



FE Week Sudoku challenge

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

1		9		6				2
				4				
4	8			2	7	9	3	
		6			8		5	3
5	7		4			6		
	5	4	6	9			2	1
				8				
7				5	3			9

Difficulty:
EASY

8								
		4	8			1	7	
	9	7			1			
2			4		9		3	
		6				2		
	1		6		8			9
			7			4	9	
	8	5			2	6		
								3

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

2	8	6	1	4	3	7	9	5
5	7	3	2	6	9	4	8	1
1	9	4	5	7	8	2	6	3
6	5	9	4	2	1	3	7	8
8	1	7	9	3	6	5	4	2
3	4	2	8	5	7	9	1	6
4	6	5	7	8	2	1	3	9
7	3	1	6	9	5	8	2	4
9	2	8	3	1	4	6	5	7

Difficulty:
EASY

4	7	5	2	1	3	9	8	6
8	2	1	4	9	6	5	3	7
9	6	3	8	5	7	1	2	4
5	1	4	3	8	2	6	7	9
2	3	7	9	6	4	8	5	1
6	9	8	5	7	1	2	4	3
3	8	9	1	4	5	7	6	2
7	5	2	6	3	9	4	1	8
1	4	6	7	2	8	3	9	5

Difficulty:
MEDIUM

Spot the difference to WIN an FE Week mug!



Spot five differences. First correct entry wins an FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.